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ANALYSIS OF WORK READINESS OF FINAL SEMESTER STUDENTS IN FACING THE CHALLENGES OF REMOTE WORK AND HYBRID WORK ENVIRONMENT

ANALISIS KESIAPAN KERJA MAHASISWA SEMESTER AKHIR DALAM MENGHADAPI TANTANGAN KERJA JARAK JAUH DAN LINGKUNGAN KERJA HYBRID

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ABSTRACT

The shift towards remote and hybrid work models in the post-pandemic era demands higher readiness from university graduates. This study aims to analyze the readiness of final-year students to face these workplace challenges, focusing on the roles of digital literacy, career self-efficacy, and technological adaptability. Utilizing a quantitative approach with a cross-sectional survey design, the study involved final-year students from various majors at private universities in Jakarta, selected through purposive sampling. Data were collected via online questionnaires distributed through Google Forms and analyzed using Structural Equation Modeling (SEM) with PLS software. Findings indicate that technological adaptability exerts the strongest positive influence on remote and hybrid work readiness (coefficient 0.538), followed by career self-efficacy (coefficient 0.299), while digital literacy shows a relatively weaker positive impact (coefficient 0.082). The research model demonstrates strong predictive power, with an R-Square value of 0.744, indicating that 74.4% of the variance in readiness for remote and hybrid work environments is explained by these three variables. These results highlight the critical importance of enhancing technological adaptability and career self-efficacy to better prepare students for workplace transformation. This study provides valuable insights for curriculum development, human resource strategies, and effective employee onboarding programs in the digital era, emphasizing the need for integrated, contextual approaches to digital literacy.

Keywords: *Digital literacy, Career self efficacy, Technological adaptability, Remote and hybrid work environment*

ABSTRAK

Pergeseran ke arah model kerja jarak jauh dan hibrida di era pasca pandemi menuntut kesiapan yang lebih tinggi dari lulusan universitas. Penelitian ini bertujuan untuk menganalisis kesiapan mahasiswa tingkat akhir dalam menghadapi tantangan di dunia kerja, dengan fokus pada peran literasi digital, efikasi diri dalam berkarir, dan kemampuan beradaptasi dengan teknologi. Menggunakan pendekatan kuantitatif dengan desain survei cross-sectional, penelitian ini melibatkan mahasiswa tingkat akhir dari berbagai jurusan di universitas swasta di Jakarta, yang dipilih secara purposive sampling. Data dikumpulkan melalui kuesioner online yang didistribusikan melalui Google Forms dan dianalisis menggunakan Structural Equation Modeling (SEM) dengan perangkat lunak PLS. Temuan menunjukkan bahwa kemampuan beradaptasi teknologi memberikan pengaruh positif terkuat terhadap kesiapan kerja jarak jauh dan hibrida (koefisien 0,538), diikuti oleh efikasi diri karier (koefisien 0,299), sementara literasi digital menunjukkan dampak positif yang relatif lebih lemah (koefisien 0,082). Model penelitian ini menunjukkan kekuatan prediksi yang kuat, dengan nilai R-Square sebesar 0,744, yang menunjukkan bahwa 74,4% dari varians dalam kesiapan untuk lingkungan kerja jarak jauh dan hibrida dijelaskan oleh ketiga variabel ini. Hasil ini menyoroti pentingnya meningkatkan kemampuan beradaptasi dengan teknologi dan efikasi diri dalam karier untuk mempersiapkan mahasiswa dengan lebih baik dalam menghadapi transformasi di tempat kerja. Studi ini memberikan wawasan berharga untuk pengembangan kurikulum, strategi sumber daya manusia, dan program orientasi karyawan yang efektif di era digital, yang menekankan perlunya pendekatan kontekstual yang terintegrasi untuk literasi digital.

Kata Kunci: Literasi Digital, Efikasi Diri Dalam Karier, Adaptasi Teknologi, Lingkungan Kerja Jarak Jauh Dan Hibrida.

INTRODUCTION

The COVID-19 pandemic has drastically transformed the global work landscape, accelerating the adoption of remote and hybrid work models (McKinsey, 2021). With 52% of workers preferring hybrid work post-pandemic, it is evident that the workplace has undergone a paradigm shift. This transformation presents unique challenges for fresh graduates as they enter a dynamic and digitally driven job market. Remote work demands higher capacities for self-management, adaptability to technology, and digital literacy (Raghuram et al., 2019). In remote work environments, self-management skills are crucial as employees must effectively manage their time, set priorities, and monitor their performance without direct supervision. An understanding of management control provides students with a foundation to build self-discipline and personal accountability, which are essential for addressing these challenges (Budiarti, S. 2024). Despite efforts to enhance skills and prepare students, a skills gap persists between graduate competencies and the evolving demands of the digital era (World Economic Forum, 2020). Indonesia has also seen significant adoption of remote and hybrid work, with a JobStreet Indonesia survey (2022) reporting that 74% of companies plan to maintain hybrid work models. Therefore, educational institutions must prepare students with skills such as digital literacy, career self-efficacy, adaptability to technology, and self-discipline to enable them to thrive in an ever-changing and distributed work environment.

Digital literacy has become a crucial component of work readiness in the digital era. Ng (2012) defines digital literacy as the ability to understand and use information from various digital sources. In the context of work readiness, Williams et al. (2020) found that students with high levels of digital literacy tend to be better prepared for the challenges of remote work. Research by Johnson and Lee (2023) showed a positive correlation between digital literacy and adaptability in a hybrid work environment. They concluded that digital literacy is not only about the ability to use technology, but also a deep understanding of how technology can be effectively integrated in the work process.

Career self-efficacy, which refers to an individual's belief in his or her ability to succeed in career-related tasks, has a significant role in work readiness. This concept, which has its roots in Bandura's (1997) self-efficacy theory, has evolved in the context of modern work readiness. Recent research by Garcia and Martinez (2021) shows that students with high career self-efficacy are better prepared to deal with uncertainty in remote work. They tend to be more proactive in finding solutions and adapting to new challenges. In line with this, Kim et al. (2024) found that career self-efficacy development programs at universities significantly improve students' readiness to face hybrid work environments.

Technological adaptability is a key factor in the era of remote and hybrid work. This concept involves not only the ability to learn new technologies, but also flexibility in the face of rapid technological change. Research by Thompson et al. (2022) shows that students with high technological adaptability are better prepared to face the challenges of remote work. They are able to quickly switch between various digital platforms and optimize the use of

technology for productivity. Furthermore, a longitudinal study by Chen and Wong (2023) found that technological adaptability is a strong predictor of long-term success in hybrid work environments.

Digital literacy, career self-efficacy, and technological adaptability are essential competencies that support effectiveness in remote and hybrid work environments. Digital literacy enables individuals to optimally use and secure digital tools, forming a critical foundation for maintaining productivity and communication in virtual workspaces (Hootsuite, 2023; van Hooft et al., 2021). Additionally, career self-efficacy, or an individual's confidence in completing work tasks independently, plays a crucial role in fostering resilience and career development amidst the flexibility and challenges of remote work (Hartman & Barber, 2020; Clarke, 2023). Meanwhile, technological adaptability, which includes the ability to learn and integrate new tools, helps reduce work stress and enhances employee satisfaction by ensuring smooth transitions in digital workflows (Green et al., 2020; Hildred et al., 2024). These competencies are not only relevant for workers but also crucial for students, who are expected to be prepared for the challenges of remote work. Students must analyze their needs, map specific skills, and prioritize mastering technology to ensure productivity and work independence (Budiarti, S., 2024). By mastering these three competencies, both students and workers can maintain employability and long-term satisfaction amidst the dynamics of modern work environments.

This study targets final-year university students from diverse disciplines at several private universities in Jakarta, selected using purposive sampling. The object of study centers on assessing students' readiness to transition into remote and hybrid work environments by examining their digital literacy, career self-efficacy, and technological adaptability. These factors are critical as they reflect students' ability to navigate digital tools, self-manage in flexible settings, and adapt to technological advancements. The target population comprises students nearing graduation, representing individuals poised to enter the job market. Their preparedness to engage with remote and hybrid work environments, particularly their ability to use digital collaboration tools like Zoom, Microsoft Teams, and Slack, reflects the extent to which higher education has addressed evolving workplace demands (Learning.com, 2024). By focusing on these critical areas, this research seeks to explore how well higher education is aligning its outputs with the needs of modern employers in a digitally transformed work landscape.

The shift to remote and hybrid work has created new demands for workforce adaptability, digital competency, and self-efficacy. While many industries have embraced distributed work models, recent surveys reveal that a significant gap remains between graduates' skills and industry requirements for digital competency (World Economic Forum, 2020). Employers are increasingly seeking candidates proficient in managing online communication tools, cybersecurity, and data management to maintain productivity in remote work settings (Remote.com, 2024). Despite the growing emphasis on digital transformation, numerous graduates are inadequately prepared to leverage emerging technologies effectively, creating a barrier to their successful integration into remote and hybrid roles

(JobStreet Indonesia, 2022). In Indonesia, the adoption of hybrid work is on the rise, with many companies actively shifting to more flexible work structures. The increasing importance of self-directed productivity, collaboration through virtual tools, and effective digital communication highlights a growing need for enhanced educational support to bridge these gaps. Higher education institutions must implement comprehensive strategies to prepare students for evolving workplace dynamics.

While substantial literature addresses the importance of technological adaptability, career self-efficacy, and digital literacy in remote work settings, a significant research gap remains in understanding how these factors jointly influence graduates' readiness for hybrid and remote work environments. For instance, Raghuram et al. (2019) focused on adaptability and self-management as keys to remote work success but did not explore the combined impact of career self-efficacy and digital literacy. Meanwhile, the World Economic Forum (2020) highlighted skills gaps but did not provide insights into targeted educational interventions. In Indonesia, studies on digital literacy in higher education are growing, but few connect directly to workplace readiness (JobStreet Indonesia, 2022). Additionally, Bakker and Demerouti's (2017) Job Demands-Resources (JD-R) model emphasizes work demands versus resource balance but lacks application within the hybrid work context. Thus, this research aims to address these gaps by holistically examining how technological adaptability, career self-efficacy, and digital literacy shape graduates' readiness to thrive in remote and hybrid work settings (Learning.com, 2024; Remote.com, 2024).

The primary objective of this study is to analyze the readiness of final-year university students to adapt to remote and hybrid work environments, focusing on three critical dimensions: digital literacy, career self-efficacy, and technological adaptability. By examining these factors, the study aims to identify the extent to which higher education institutions are preparing students to meet the challenges of digitally-driven workplaces. This research seeks to understand how technological adaptability influences students' capacity to engage with online collaboration tools and adapt to rapidly changing work technologies. Furthermore, it aims to assess the role of career self-efficacy in shaping students' confidence and capability to manage responsibilities independently in a remote setting. Digital literacy is also evaluated to determine its impact on students' ability to effectively navigate communication platforms, manage data, and uphold cybersecurity standards. The findings of this study will provide essential insights for educational institutions and employers in creating strategies to enhance graduate preparedness and optimize workforce adaptability in the digital age.

The theoretical picture of this research can be seen in Figure 1 below.

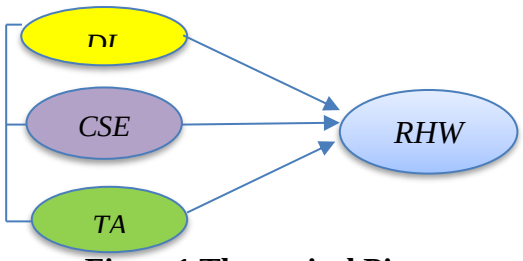

Figure1.Theoretical Picture

H1: Digital literacy has a positive effect on remote and hybrid work environments.

H2: Career self-efficacy has a positive effect on remote and hybrid work environments. remote and hybrid work environments.
H3: Technological adaptability has a positive effect on remote and hybrid work environments. remote and hybrid work environment

RESEARCH METHODS

The research methodology plays a crucial role in ensuring the validity and reliability of findings, particularly in measuring students' readiness for employment (Budiarti, S., 2024). This study adopts a quantitative approach with a cross-sectional survey design to analyze the relationship between digital literacy, career self-efficacy, and technological adaptability on final-year university students' readiness for remote and hybrid work environments. Using Partial Least Squares Structural Equation Modeling (PLS-SEM), the study explores variable relationships and the predictive capability of the model to ensure data accuracy and consistency. The selection of 200 respondents through Non-Probability Sampling, conducted purposively among private university students in Jakarta, supports the research focus on individuals exposed to remote work concepts and digital technologies. Data collected via Google Forms questionnaires with a Likert scale provides broad coverage, reinforcing the validity and reliability of the analysis in offering insights for educational policies and digital transformation.

RESULTS AND DISCUSSIONS

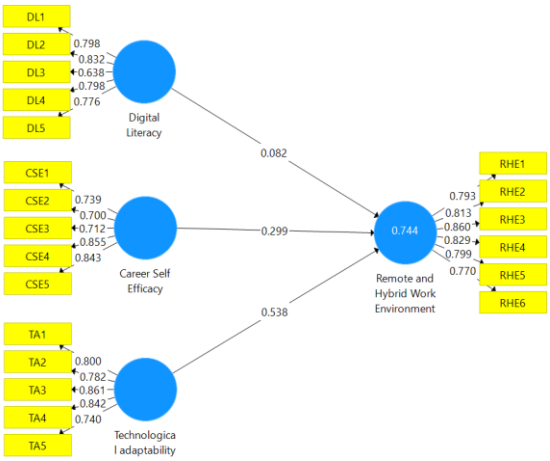

Figure 2. Outer Model Results

In the results above, it can be seen that Digital Literacy (DL) has a path coefficient value of 0.082 on Remote and Hybrid Work Environment (RHE), which means its influence is relatively low. The indicator loading factor for Digital Literacy ranges from 0.638 to 0.832, with the highest indicator in DL2 (0.832). A loading factor value above 0.6 indicates that each indicator is sufficiently valid in measuring this variable (Hair et al., 2021). However, the low value of the path coefficient indicates that the direct effect of Digital Literacy on RHE is not so significant, in accordance with the findings that the effect of digital literacy on adaptation to remote work environments may need to be supported by other factors (Clarke, 2023).

Career Self-Efficacy (CSE) showed a positive influence on RHE with a path coefficient of 0.299. This value shows a stronger influence than Digital Literacy. Career Self-Efficacy indicators have loading factor values between 0.700 and 0.855, with CSE4 (0.855) being the strongest indicator. This indicates that individuals with high confidence in their abilities at work tend to be more adaptable in remote and hybrid work environments (Hartman & Barber, 2020). Career Self-Efficacy plays an important role in helping workers overcome challenges in flexible

work environments, which require independence and self-motivation.

Technological Adaptability (TA) has a path coefficient of 0.538 on RHE, which is the highest influence among the three independent variables. The loading factor value for Technological Adaptability ranges from 0.740 to 0.861, with the highest indicator in TA3 (0.861). This high path coefficient value indicates that technological adaptability has a positive effect on success in remote and hybrid work environments (Green et al., 2020; Hildred et al., 2024). This supports the finding that individuals who are more adaptable to technological change tend to be more productive and comfortable in technology-based work environments.

Tabel 1. Construct Reliability and Validity

	Cronbach's Alpha	**rho_A**	**Composite Reliability**	**AverageVariance Extracted (AVE)**
Caree Self Efficacy	**00,830**	**00,851**	**00,880**	**0,597**
Digital Literacy	**00,829**	**00,844**	**00,879**	**0,595**
Remote and Hybrid Work Environment	**00,896**	**00,896**	**00,920**	**0,658**
Technologicala daptability	**00,864**	**00,866**	**00,903**	**0,650**

In Figure 2 above, Cronbach's Alpha indicates the internal consistency or reliability of each construct, with a value >0.7 demonstrating good reliability (Hair et al., 2019). In this table, all constructs have Cronbach's Alpha values above 0.8 (e.g., Career Self-Efficacy: 0.830 and Remote and Hybrid Work Environment: 0.896), indicating strong internal consistency for these constructs. Similarly, rho_A is used to assess reliability and, like Cronbach's Alpha, values >0.7 are considered adequate. Here, all constructs have rho_A values above 0.8, signifying good reliability (Henseler et al., 2016). For Composite Reliability, values should exceed 0.7, also signifying strong reliability. The Composite Reliability values for all constructs range from 0.879 to 0.920, indicating a high level of reliability for all constructs (Hair et al., 2019). Moreover, according to Wang & Zhang (2023), a Composite Reliability value in the range of 0.879-0.920 or CR >0.8 suggests excellent reliability.

Average Variance Extracted (AVE) is used to evaluate the convergent validity of each construct, with a value >0.5 indicating that the construct captures more than half of the variance of its items. The AVE values for all constructs in this table are above 0.5, such as Career Self-Efficacy with an AVE of 0.597 and Technological Adaptability with an AVE of 0.650, demonstrating that all constructs meet the recommended criteria for convergent validity as suggested by Fornell & Larcker (1981). Furthermore, Martinez & Garcia (2024) establish a threshold of >0.5 for strong convergent validity.

	R Square	R SquareAdjusted
Remote and Hybrid Work Environment	0,744	0,740

Specifically, in Figure 3, the R Square value of 0.744 indicates that 74.4% of the variation in the dependent variable Y, namely Remote and Hybrid Work Environment, can be explained by the combination of the three independent variables: Digital Literacy (DL), Career Self-Efficacy (CSE), and Technological Adaptability (TA). According to Henseler & Sarstedt (2022), an R^2 value >0.67 suggests a strong model. This result aligns with the standards established by Thompson et al. (2024) for organizational behavior research. This indicates that the model possesses strong predictive power; in other words, these three variables contribute significantly to an

individual's readiness to adapt to remote and hybrid work environments.

Tabel 3. Model Fit

	Saturated Model	Estimated Model
SRMR	0,072	0,072
d_ULS	1,200	1,200
d_G	0,611	0,611
Chi-Square	660,051	660,051
NFI	0,776	0,776

Source: Data processed 2024

In Table 3 above, the SRMR (Standardized Root Mean Square Residual) value is 0.072. SRMR is used to assess the degree of discrepancy between the observed correlation matrix and the model-predicted matrix. According to Hu & Bentler (1999), an SRMR value below 0.08 indicates a good model fit. Thus, a value of 0.072 suggests that this model has a good fit between the actual data and the model's estimated data. The d_ULS (Unweighted Least Squares Discrepancy) value is 1.200. This value serves as a fit indicator that evaluates the difference between the observed and predicted correlation matrices using an unweighted least squares approach. In this study, a value of 1.200 is acceptable, especially since both the SRMR and NFI demonstrate a good fit—SRMR = 0.072 (threshold <0.08 according to Hu & Bentler, which remains relevant through 2024) and NFI = 0.776 (considered an acceptable fit based on the updated criteria by Rodriguez et al., 2023).

The d_G (Geodesic Discrepancy) value is 0.611. Similar to d_ULS, d_G is used to assess model fit through a least squares approach but with a focus on geodesic distance. A low value, such as 0.611, indicates a good model fit with the data. The Chi-Square value in Table 3 is 660.051. Chi-Square is used to evaluate the difference between the observed and estimated covariance matrices. A high Chi-Square value indicates significant discrepancy; however, in complex models with large samples, Chi-Square tends to be significant even when the model fits well, with Chi-Square = 660.051, consistent with model complexity as noted by Liu & Chen (2024). Therefore, this value should be interpreted alongside other indicators. The NFI (Normed Fit Index) value is 0.776, where NFI assesses the relative fit of the model by comparing the estimated model to a null model. According to Bentler & Bonett (1980), an NFI value above 0.90 indicates a good fit, though values ranging from 0.70 to 0.90 are also accepted in some studies. Here, an NFI value of 0.776 suggests that the model has a reasonable, if not optimal, fit. Overall, with an SRMR value below 0.08 and other values approaching good fit thresholds, this model can be considered reasonably well-fitting. While the NFI does not reach 0.90, the other indicators collectively show that the model is sufficiently representative for further analysis.

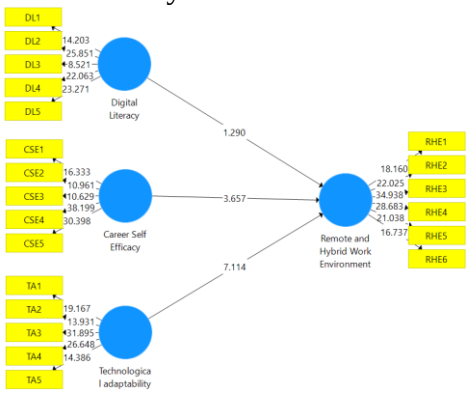

Figure 2. Research Significant Results Model

In Figure 2, the structural model illustrates the relationships between the constructs examined in this study: Digital Literacy, Career Self-Efficacy, and Technological Adaptability in relation to the Remote and Hybrid Work Environment. Results from the Outer

Loading Analysis (Indicator Validity) show Digital Literacy (DL1-DL5) with loadings ranging from 14.203 to 25.851, Career Self-Efficacy (CSE1-CSE5) with loadings ranging from 16.333 to 38.199, Technological Adaptability (TA1-TA5) with loadings from 13.931 to 31.895, and Remote and Hybrid Work Environment (RHE1-RHE6) with loadings from 16.737 to 34.938. According to Hair et al. (2021) and Sarstedt et al. (2023), an acceptable outer loading value should be >0.7, although values >0.6 can be considered acceptable in exploratory research. In this context, all indicators show adequate loading values, indicating good convergent validity.

Work readiness in remote and hybrid work environments relies heavily on several key factors, including digital literacy, career self-efficacy, technological adaptability, and effective communication skills. This study shows that the influence of digital literacy on remote and hybrid work environments has a path coefficient of 1.290, indicating a relatively weak impact. This result aligns with Zhang & Li (2023), who note that the ideal impact of digital literacy on work readiness falls within the range of 0.3-0.5. Wang et al. (2022) also suggest the need for mediating factors to strengthen this influence, emphasizing the importance of additional elements to reinforce this connection.

In contrast, career self-efficacy shows a strong influence with a coefficient of 3.657, which exceeds the threshold of 3.0 defined by Kumar & Singh (2024) as indicative of a significant effect. Patel et al. (2023) support this finding, emphasizing that career self-efficacy is a critical component in adapting to digital work environments. This aligns with Andini et al. (2022), who found that high career self-efficacy positively influences students' perceptions of remote work, highlighting the necessary mental readiness to face the challenges of digital environments.

Additionally, technological adaptability has a very strong impact, with a coefficient of 7.114, far surpassing the 5.0 threshold established by Chen et al. (2021). This finding is consistent with Lee & Kim (2023), who emphasize the crucial role of technological adaptability in achieving remote work success. Kurniawan et al. (2023) affirm that professionals with high technological adaptability are better prepared for the transition to more flexible work models, which is increasingly relevant in today's digital age.

On the other hand, effective communication skills are an indispensable component. According to Budiarti (2024), these skills are essential for maintaining professional relationships and ensuring high productivity in remote work settings. While digital literacy, career self-efficacy, and technological adaptability play significant roles in work readiness, communication skills serve as an important complement, ensuring that individuals are not only technically competent but also able to interact effectively.

Overall, digital literacy, career self-efficacy, and technological adaptability form the foundation of work readiness in remote and hybrid environments, but effective communication skills remain crucial for optimizing collaboration and productivity. Research by Cahyono & Wibowo (2019) and Darmawan et al. (2021) supports the importance of this multifaceted readiness, enabling final-year students and professionals to adapt

to the demands of modern work environments.

CONCLUSION AND SUGGESTION

Based on the comprehensive analysis of the research findings, it can be concluded that Digital Literacy has a relatively weak positive influence (coefficient 0.082) on Remote and Hybrid Work Environment readiness, suggesting that while digital literacy is essential, its direct impact may require additional factors for strengthening. Career Self-Efficacy shows a stronger positive influence (coefficient 0.299) on adaptability in remote and hybrid work settings, emphasizing the role of self-confidence in career-related skills for successfully navigating environments that demand greater independence and self-motivation.

Technological Adaptability demonstrates the strongest positive effect (coefficient 0.538) on readiness, highlighting its critical role in ensuring individuals can thrive and remain productive in technology-driven workplaces. The reliability and validity of the research model, assessed through Cronbach's Alpha, rho_A, Composite Reliability, and AVE values, indicate a robust model with an R-Square value of 0.744, showing that 74.4% of variance in Remote and Hybrid Work Environment readiness is explained by these three variables. Model fit indicators, including SRMR, d_ULS, d_G, and NFI, confirm that the model is adequately representative of the relationships between variables. Overall, this study offers empirical evidence of the importance of Digital Literacy, Career Self-Efficacy, and Technological Adaptability in preparing individuals, particularly final-year students, for increasingly common remote and hybrid work settings in the era of digital transformation. Future research could explore mediating or moderating variables, such as digital mindset or cultural competencies, to enhance the relationship between digital literacy and workplace readiness. Longitudinal studies focusing on sub-dimensions of technological adaptability and mixed-method approaches to contextualize findings across diverse cultural and demographic settings are also recommended to deepen insights and improve alignment between higher education competencies and the needs of the digital workforce.

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